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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Robins and Morons

TEACHERS of the entering class now divide children into two classes, Bluebirds and Robins. The Bluebirds are the children who know their letters, and the Robins do not.

The reason the Bluebirds know their letters is because their mothers have seen to it that they do.

The distinction has nothing whatever to do with intelligence or ability of the children who are Bluebirds and Robins, but it does distinguish between the mothers who were Bluebirds and Robins.

The American Magazine for September, 1926, has a complete equipment for a child's getting a high Intelligence Quotient, eliminating him entirely from the Moron class. One can with comparative ease teach a child so that he can pass a Terman-Binet, or any kindred intelligence test, with a creditable Intelligence Quotient.

Next September children will face an Intelligence Test and will be classed either as Bluebirds or Robins, stand high or stand low in their class rating dependent upon whether or not their mothers used the equipment given in the American Magazine, September, 1926.

The Morons will have been unfortunate in not having had mothers who knew enough to secure and use the Bluebird preparation for the Intelligence Test.

This is not primarily an affair of Intelligence Tests, but it is suggestive of the importance of estimating in school work on the basis of the home-help or non-help of the pupil's preparation for school work, especially for school examinations. Universities are wrestling with the same problems. Home coaching is as unfair as professional college coaching.

There are many things which should be known before we classify Bluebirds and Robins, high Intelligence Quotients and Morons.

The Texas Meeting

IT IS to be a Texas meeting and not a Dallas meeting of the Department of Superintendence. To style it the Dallas meeting is stupidity raised to the nth power. There will be thousands of Texans at the February meeting of the Department of Superintendence. They will not ask to be "taken care of comfortably," but will take care of themselves in Fort Worth, Denton and other cities. There is not a city or village in the great Southwest that will not be represented. All Texas will be host to the school people of all America.

There are no better schools anywhere than there are in Texas, and no better teachers, principals or superintendents than in the great Southwest. We have recently been in El Paso and Houston, and the local enthusiasm for the Texas meeting is as great as it is in Illinois or Ohio when the meeting is to be in Chicago or Cleveland; yes, much greater, because it is the first notable national education meeting between Kansas City and Los Angeles.

The Texas meeting will be a great Americanization meeting for Americans. It will mean as much for Yankees to know Texans as for Texans to know Philadelphians.

Inexcusably we recently gave the weight of a monster locomotive as in tons instead of pounds. It was so apparent that harm was scarcely possible.

From Methuen to Chelsea

CHELSEA has done exceptionally well in electing Superintendent George Francis of Methuen, Massachusetts, to succeed Superintendent Parlin. This has been one of the attractive vacancies of the season, and the Chelsea School Board has had exceptional professional men thereon. We can recall no instance in which Boston elementary-school men have had as much influence educationally in a suburban city at a critical time as in Chelsea at this time. Mr. Francis has in several ways demonstrated wide professional vision with high civic purpose.

Suzzallo, a Martyr

HENRY SUZZALLO, eleven years president of the State University of Washington, whose achievement has been unsurpassed by any academic administrator in recent times, with the most vicious political opposition ever encountered by any president of a state university, appears to have suffered martyrdom, and, if so, it will inevitably place him upon the scholastic throne more gloriously than ever occupied by any modern collegian.

The scholastic achievement of the State University of Washington has been beyond language to estimate. Personally President Suzzallo has rendered a civic service in time of war and peace such as no other president of a state university has ever attempted to render. The primary election of last month was a public popular vindication without precedent, all of which will give him a halo such as could have been attained in no other way.

Recommendations of applicants for college and university opportunities are beginning to emphasize the attitude of the applicant toward life and scholarly responsibility more than mere scholarly ability.

Teachers of Mathematics

THE National Council of Teachers of Mathematics which always meets on the Saturday preceding the meeting of the Department of Superintendence, and in the same city, Marie Gugle, president this year, has assumed professional importance, magnifying the teaching of mathematics in the promotion of scholastic morale in the entire secondary education years. It meets next year at Dallas on February 19.

"Who's Who" Schemers Exposed

ALBERT NELSON MARQUIS, editor of "Who's Who in America," issues "An Open Letter," which deals mercilessly with fakirs who try to reap a harvest by getting out a special "Who's Who." We have appeals from such fakirs occasionally. One of them sent our editor a copy of one of these books of which he had never heard, and sent a "bill for it." We cannot see how any one can get caught by such a scheme.

Fred H. Nickerson

THE superintendent of Quincy, Fred H. Nickerson, a rare personality who had kept Quincy schools on an even keel through all political weathers for several years, died suddenly on October 17. He had been in good health, and was under no special strain, but simply was through. It is a beautiful way to go, but is hard for one's family and friends. He had made a fine and long record in Medford before he went to Quincy, where the city has had an elaborate building program, and professional progress kept pace with the material advance. We feel the loss personally because he was an intimate friend through all of his professional life.

Pure Breed vs. Scrub Civilization

By A. E. WINSHIP

WHAT'S the matter with Europe? What's the matter with the United States? The United States is trying to save itself by reducing its international mixture, while Europe is trying to save itself by extending its international relations.

There is nothing the matter with the United States at present. There is a lot the matter with Europe at present. The only question that concerns the United States and Europe is one of breeding. What are we breeding? What is Europe breeding?

Heredity is the most interesting study of the day if we study it both up and down the scale. It takes no longer to make a pure breed of a scrub than to make a scrub of a pure breed.

A man on a farm seventy miles from good farmers had an overpowering desire to own a pure breed Jersey heifer. He went seventy miles and bought a pure breed Jersey heifer calf, and a happier man I have never known. Every one came to see that pure breed Jersey calf. It was the greatest live stock exhibit ever known thereabouts. But by and by she must be mated to a bull, and he could not take her seventy miles to mate to one of her kind, and he had a likely scrub bull, and he mated them and the calf was half and half with good Jersey indications. In time he had to mate that half and half calf to his scrub bull, and this calf was half and half of a half and half or one-fourth Jersey, but there were good Jersey indications. Then he had to mate this one-fourth Jersey to his scrub bull and that calf was half of a fourth Jersey or only one-eighth Jersey. But there were Jersey indications. Then he had to mate that one-eighth Jersey calf to a scrub bull, and that calf was only a sixteenth Jersey, and the Jersey trace was slight. That calf was bred to a scrub bull, and the calf had no trace of the Jersey, and it was just a scrubby scrub heifer.

On the other hand a man bought a pure breed Jersey bull for his scrub breed, and the next year the calves were all half and half. The next generation were only one-fourth scrub. The next generation were only one-eighth scrub. The next generation was only one-sixteenth scrub, and the next generation was thirty-one-thirty-seconds Jersey, and could be entered in the Jersey herd book.

The purest Harvard-Cambridge strain can go down the scale as fast as a poor immigrant from the heart of Central-Southern Europe can go up the scale to a Columbia University professorship, to international leadership in science and to a place among men of large wealth. The World War is making the world over as the American War of 1861-5 made the New World over. It is of the utmost importance that the United States go up the scale of civilization. It looks now as though there could be no question about the way we are headed, but the new civilization, World-War made, is young.

The place the United States will occupy in the new civilization will not be determined by Rockefeller or Ford, Gary or Schwab, Calvin Coolidge or Al Smith, but by the boys and girls who are now in the kindergarten, and up to the graduate schools. There are twenty-two million children and youth in the sixteen years of school and college today. Sixteen years from today there will be forty-two million Americans then in school or will have been in school after today. Sixteen years from today the product of the schools of today will elect Congressmen and Senators, will make, interpret and execute laws, will make or break fortunes, will be the preachers, teachers and scientists, will be the bankers and manufacturers, will be the farmers and workmen of America. The schools will breed up or down the scale and the future of America in solving the new problems of civilization is now being determined from the kindergarten to the graduate school.

The agricultural situation, the tariff, legislation, the League of Nations, the World Court are merely transient issues as compared with the kind of voters, workmen, industrialists, financiers, teachers, preachers and scientists we are breeding in the schools. And the schools will not breed for the new civilization as teachers colleges, schools of education, and psychological specialists want them to be bred. The schools can at best be only a little way ahead of the family, the shop, the office, the theatre, the movies, the lawyer, the physician, and the preacher in social, industrial and civic ideals.

The problem of civilization, so far as America is related to it, is merely a question of having the schools breed away from scrubdom toward pure breed civilization.

Belding's Page

THE "EASY STREET" THEORY

A COLORED laundress expressed one theory of education when she said: "I wants my chillun to go to school so's when dey grows up dey won't have to work."

Jennie isn't the only one who labors under the delusion that toiling over a washtub or a flatiron is work, while anything done at a desk or behind a counter is so much easier as not to deserve the name of work at all.

The truth of the matter is, of course, that the brain user is fully as tired at the end of the day as the brawn user. Often the higher the rank of a person in the business or professional world, the more exhausting are the demands upon his strength. At fifty-five, the head of a successful corporation may be told by his physician that he must quit his activities, because he has worn himself out. There could be no possible excuse for education, given at public expense, if it were merely intended to create a class of people who would not have to work. It creates a class who can't help working. They have developed their latent faculties until these call for continuous exercise. Not shirking but service becomes the dominant idea.

The individual who lacks an education is like one who is struggling to lift weights without a crowbar. Education is the lever which multiplies the might of men. Those holding the lever lift as hard, but they raise many times more.

SCHOOL INFLUENCE SHOULD EXTEND OUTSIDE

PUPILS going to and from school sometimes commit acts of rowdyism, bullying younger children or committing other vicious acts plainly indicating the lack of internal discipline.

Are the schools accountable for such conduct?

No and yes. Obviously the school cannot exercise supervision over pupils when they are out of sight and reach. Some schools claim a much wider authority than they are able to enforce.

But the manner in which pupils react to situations of all sorts and at all times is most assuredly of concern to principals and teachers. Their task is to cultivate the right attitude—a social rather than an unsocial or antisocial feeling.

A really successful school will stand this test. Its pupils, released from the building, will not act like a lot of wild animals loosed from cages, but will quickly relate themselves to the community as well behaved boys and girls.

A BOON WHICH IS ALSO A BANE

A CERTAIN lad of four years is saving his pennies to buy an automobile. Let us hope he won't be run over and killed by one before he reaches the goal of his saving.

No mechanical device since the dawn of invention has so forced itself upon the attention of mankind, willy nilly, as has the automobile. It is at once a boon and a bane. To this latter fact some 18,250 tombstones erected beside the highways during the first two-thirds of the present year mutely testify.

Some teachers resent having to devote "valuable time" to safety instruction. They may resent it all they please, and no one can blame them for so doing. But the "valuable time" must be given. For, when all is said, there isn't much use in the three R's if one never grows up to practice them. From a very practical viewpoint, safety is the basic study of the curriculum.

A BACKWARD AND A FORWARD LOOK

ONE difficulty about instruction is that it cannot begin with the grandparents of the boys and girls, and extend down through the parents. But the children of today will be the parents and grandparents of a future generation. Can we put lasting qualities into our own teaching, so that educators thirty or sixty years hence will call us successful? It's a large order. But there's one thing in our favor: we have a chance at all of the rising generation, not just the few. Compulsory school laws have done that much.

The educator whose chief delight is in separating the sound minds from the unsound has missed his calling. He should have been an apple-sorter.

Many young people, and possibly a few older ones, think they are exercising freedom when in truth they are only following along with the bunch, like sheep.

The teacher who will never admit a mistake has made one of the biggest ones possible.

Anson W. Belding

Associate Editor.

Personality Training

By E. E. DODD

State Teachers College, Springfield, Missouri

[Author of "Fibre and Finish."]

MUCH lack of interest and success in school work is due to failure on the student's part to set any value in the work he does. "I don't see what good this study is going to do me," is a plaint frequently heard, and in too many instances the teacher's rehearsal of its merits is not convincing to the pupil. Teachers should understand better than they do the value to the pupil of the subjects they teach, and they should make manifest this value both through formal statement and interest-creating methods of instruction.

"Sometimes it seems to me that nine-tenths of what we give to others is our personality." And again he says: "You must realize that it is all a question of personal relations."

Two hundred teachers of the University of California in the summer school of 1925 when asked to name the principal elements of a teacher's success gave personality first place, sympathy second place, and scholarship third place.

As long as we regard personality as something that is intangible, and evasive, we not only hold to a false idea, but we disqualify ourselves as teachers of it. Good personality depends on the ordinary personal qualities and characteristics.

* * * * * * *

The personality factor of the pupil can be developed as much as the mathematical or language factor.

Any new phase of school work, such as personality training, should especially show why it should have a place in the curriculum and why its pursuit can be made profitable to the student. Teacher and student alike should judge a subject by the extent and significance of the use to which it can be put—whether that use is vital to everyday living, or, on the contrary, only casual and occasional in its application; whether the goal of the subject affects the life and work of the one who pursues it or merely touches it in a passing way. Of these the student as well as the teacher has a right to judge.

Good personality enables the individual to conduct his relations with others in a pleasing, effective, confidence-inspiring manner. Experience teaches that one of the best assets which a young person can claim is the ability to approach people easily and impress them favorably in the everyday personal relations. While the young person's knowledge and character largely determine what he is, the character of his relations with people largely determines what he can do.

It is good personality which the pupil is eager to find in the "new teacher" on the first day of school; it is good personality which the merchant first looks for when selecting an employee. It is good personality which ranks as a prime factor in the choice of leaders; it is also that which we all prize highly in our intimate associates and friends. Woodrow Wilson said:

Professor Julius Borass, in "Teaching to Think," gives the response of 132 college students to this request, "Think of the two best and the two poorest teachers you ever had, and mention the outstanding characteristics of each." For the best teachers, good personality took first rank by a vote of more than two to one over the nearest competing characteristic. For the poorest teachers, the lack of personality was given as the principal cause.

Dr. Rohrbach of the University of Pittsburgh tabulated answers from 6,483 secondary school pupils to the following question: "What elements do students consider in their fellows when they choose officers in school activities?" 2,556 named personality; 2,471 named scholastic standing; 2,205 named character; 2,096 named willingness to work.

The school estimate of personality, whether it comes from the college student, the secondary student, or the teacher, takes a high place among the factors for advancement and success. But this estimate is not peculiar to school circles.

The editor of the Ohio State Journal says: "Don't you understand that a fine personality in a boy is greater than the knowledge he can get from books? Don't you know that his future depends upon his personality—how he behaves and acts his part among people? Don't you know that a generous strain in a boy's life is the best assurance of his success?" And Harry Collins Spillman adds that life offers no finer opportunity than that given for chang-

ing the narrow, petulant person into a full, broad personality.

The author's school experience leads him to base the school success and future outlook of the average student on three primary factors: natural ability, academic training and personality. Important as natural talent and academic training are, it is good personality that vitalizes them into successful relations with people.

To be a force among people, one must be able to present a pleasing, effective, confidence-inspiring manner. People like to be pleased and they grant their favors to those who please them. People are impressed by personal traits that inspire respect and confidence. They pay tribute to those who possess such traits.

As long as we regard personality as something that is intangible, and evasive, we not only hold to a false idea, but we disqualify ourselves as teachers of it. Good personality depends on the ordinary personal qualities and characteristics. As these are good, personality is good; as these change, personality changes. And we know that these do change. Standards can be improved, the personal graces can be cultivated, conversational ability can be acquired, the fibre qualities can be developed. In short, the personality factor of the pupil can be developed as much as the mathematical or language factor.

Good personality is the product in about equal parts of the fibre and finish elements of the individual. Every fibre element is also an element of character. In the words of an editorial writer, "Character comes first, but personality crowds closely on its heels."

Giving Youth a Chance

By LAWRENCE McTURNAN

Indianapolis, Indiana

ALTRUISM springs from the deep wells of a pure heart and a noble life. No insincerity, no self-glorification, no selfishness can woo and win this sacred virtue. In what is often a sordid world it is most refreshing to find genuine work in behalf of others for which mere money cannot pay. In our public schools today there are many places where the pay rolls and the work of the teacher do not balance—where the teacher constantly carries large overdrafts against their paymaster, the public.

One of the best illustrations of this particular overdraft paid with the spirit of altruism rests in a graded school known as the Fulton School in Evansville, Indiana. This school has two forms of service which are unusual in conception and most efficient in practice. One plan provides for better citizenship while the children are in school which is naturally followed by more noble citizenship when the boys and girls have become men and women. The other plan provides specific help in a separate school for the boys and girls who are well below the normal line in mental activity—those who are said to be "born short."

The principal of this school who originated these plans to better the lives of all the children is Floyd C. Ragland, who loves teaching, but what is better, he loves boys and girls. The school is not pupil-governed, but the pupils in the sixth, seventh, and eighth grades participate in establishing the policies and the government of the school.

There are forty "prefects" who are pupils representing the grades from the sixth to the eighth. The children below these grades have an ambition to be a prefect some day. The "prefects" meet once each week to discuss ways and means for the betterment of the school. This body of prefects has grown from one member who was chosen by the principal to the present number of forty, now chosen by the pupils, teachers and principal together.

The honor of the school stands first with the prefects, and their combined judgment always deals justly but not the less firmly with any case that comes before them. A prefect is a representative of the school. He or she applies to the teacher, and if the teacher and principal endorse the application he is then voted on by the prefects in assembly, and if the majority vote for him he becomes a prefect. A prefect takes his turn at duties about the school. At stated times he is corridor guard or he watches the doors or assists the teachers on the playgrounds. When a teacher leaves her room a prefect of the room automatically steps forward and takes charge until her return.

A prefect is always a prefect. In school and out his conduct must be exemplary and he must at all times be true to his motto, which is the Golden Rule. Their statement of the rule is: "As I would that others should do to me, that will I do to them."

Every child has a right to aspire to this high office, and it is not surprising that it appeals to almost every pupil in the school. When the application is voted on only meritorious conduct counts. The citizenship of the school is exemplary. President E. T. Hughes of Evansville

College says: "The Fulton School is like one large well-regulated family." There is no attempt to be conventional; no striving for the "stillness of death" in the rooms; no repression of spirit. Children are not cowed with sarcasm or any semblance of force. They are led patiently and earnestly by their teachers.

It should be said that no doubt this school had as its first inspiration the student-governed high school in Evansville which Superintendent John O. Chewning established when he was principal years ago, and which is the pioneer school in this advanced method of teaching self-control and citizenship. Mr. Chewning has made a real contribution towards the betterment of American life through this splendid plan of student self-government.

In studying the problems of his school it occurred to Mr. Ragland that the very slow pupils, the defective ones or those "born short" needed special attention. They required this attention because they were too slow to keep up with their classes, and the bright pupils suffered if they were held back to keep the class even.

In behalf of the bright pupils as well as the mentally slow and defective ones he asked that the ungraded school be established in a portable building near the main building of the Fulton School where the specially unfortunate children might go for direction and help.

Mr. Ragland chose for the teacher of this "Ungraded School" Miss Minnie Rockstroh, who had been a regular teacher in the grades of his building. He knew that Miss Rockstroh had the infinite patience required to deal with slow children.

Her philosophy reminds one of the statement of Victor Hugo: "There are no such things as bad men or bad plants; there are only bad cultivators."

These pupils are taught how to use their hands and are not considered greatly helped until they can do something well without any assistance whatever.

These children must be given ready-made habits which may be acquired by imitating examples and by memorizing while in school so that when out in society their reactions will harmonize with truth, virtue and goodness.

With these general principles in mind, Miss Rockstroh establishes habits of cleanliness, truthfulness, of helping others, and of obeying the laws of virtue generally. Her pupils believe thoroughly now in cleanliness and they will not permit the janitor to sweep and clean the room. He cannot do it well enough to suit them!

The teacher never loses faith in the pupil. She always makes him feel that at least one person believes in him implicitly.

No sarcasm is permitted to chill the enthusiasm of the pupil while in the school. Gentleness, kindness and patience leave no place for sarcasm.

Many of the young people who have left the school, while still weak mentally in comparison with strong minds, are doing well. One boy is a moulder and he has so far never made an imperfect product. His job is to mould stove doors, not such an easy task as many a man can testify. This boy makes twenty-five dollars a week. Another boy has made and sold several first class radio sets. He now is an expert electrician, yet he was classed by the I. Q. test as a feeble-minded boy. Girls learn to make dresses and hats, rugs and woven baskets, many of which are beautiful and for which there is a ready sale. Boys make chairs, tables, book racks which are often sold for good prices. Thus the process of salvaging the weak goes on.

Work and Play

By NIXON WATERMAN

Since "thinking makes it so," why not
  Change all our work to play,
And just by thinking have a lot
  Of pleasure every day?
The mental attitude is all
  We need to set us right,
And change our toil, which now we call
  A sorrow, to delight.

The toilers on the golf links strive
  Like Trojans day by day;
They walk long miles and sweat and drive,
  And yet they call it "play."
And others in soft office chairs
  Their trifling duties shirk
While wishing they were otherwheres,
  And still they call it "work."

Just watch them at the tennis court
  Go charging for the ball!
They deem such awful labor "sport"—
  They "think" it's so, that's all.
'Twere easier to mow a lawn
  Or saw a cord of wood—
And why not exercise the brawn
  In doing something good?

So let us change our "point of view"
  And quite transpose the names
Which heretofore we've given to
  Our labors and our games.
Then on the toilsome courts and links
  No more we'll work all day;
We'll then be of that class that "thinks"
  That sawing wood is play.

—Exchange.

The Louisiana Vision

By A. E. WINSHIP

LOUISIANA has had a remarkable influence on American history, but what she has been is less interesting to me than what she is to be. Her place in history results from her purchase, but her future will result from harvesting and marketing her matchless possibilities.

History and traditions are important and interesting, but it is not easy to harvest or market them in America in the twentieth century. We have known Louisiana for nearly half a century, and one of our most pretentious book-productions was "The Louisiana Purchase." I recently spent a few October days in Louisiana with the men who are supplanting tradition with vision. We had the good fortune to view Louisiana this time from Lafayette, which is just coming into its own with harvest and market. The first settlements were thereabouts. The Evangeline country is here, and the Acadians of romance and devotion through their descendants worship their traditions, and to a large extent possess the land. A wholesome transformation is now in evidence. The younger generation is cashing in on the matchless climate, varied soils, advantageous transportation and native products. For three hundred miles to the west is the best rice land and water in America. Three hundred miles to the east is the best cane sugar country, and three hundred miles to the north they grow vast yields of cotton. Within one hundred miles to the south the muskrats yield more fur profit annually than do the furs of any other state in the Union or any province in Canada; sandwiched in between the muskrat fields are the alligator preserves, which yield a surprising profit since it costs nothing to raise them, and in the open season it is good business to provide leather, for which there is always a good market that is never glutted.

The real monopoly of the Lafayette country is rock salt. We went down in the Avery Island rock salt mine, down a shaft six hundred feet and out along several avenues in solid rock salt, ninety-nine per cent. pure salt, as solid as granite. No timber required, no shoring, for none ever falls off until it is blasted with dynamite. This one mine with its two square miles of surface, is known by tests to be as solid twenty-five hundred feet deep as it was where we were, six hundred feet deep, and scientific estimates say that this mine could supply rock salt for men and animals of the world for a thousand years. There are four other similar rock salt mines, and there is said to be only one other pure rock salt region on the globe, so far as is known, and that is in Prussia. Avery Island has been in one family since before the Louisiana Purchase, is still held on the strength of the Spanish grant of 1800. Among the monopolies of Avery Island—which, by the way, is not an island at all—and among the many monopolies of Louisiana is the tabasco industry in possession of the same family as the Avery Island rock salt fortune. The rock salt industry is supposed to have been in action from time immemorial, but they claim that the tabasco industry was created to provide hot-stuff for General Ben Butler when he was making life uncomfortable in the 'sixties. Look on any bottle of "Tabasco Pepper Sauce, E. McIlhenny, New Iberia, Louisiana," and you get the whole story except one fact which is given on the letter head we have in a personal letter from E. A. McIlhenny—"established in 1868."

Louisiana seems to spell "monopoly."

But Avery Island is not merely monopoly mine and factory, for it is a riot of beauty. The home and grounds of the estate are a real arboretum with every tree, shrub, fruit and flower known to grow in any sub-tropical country of any continent. There are six thousand thrifty plants on the one hundred and seventy-five acres in the midst of which is the hospitable residence that has had as guests the plant specialists of the world. There is no other estate of one hundred and seventy-five

The real charm of Lafayette is the college, for it was this institution that early had the vision to Americanize Louisiana.

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Here is a college only twenty-six years of age, that began in the humblest possible way with a standard of student scholarship worthy any state and a scholarly faculty rarely rivaled. Today Southwestern College of Lafayette has more than seven hundred students enrolled.

acres in the known world on which there are such world varieties of plant life as here. But the McIlhenny estate is not cooped up on these one hundred and seventy-five acres, for Avery Island is his with several thousand acres. It is not vegetable life alone in which Mr. McIlhenny and his family are interested, for just across the lake on which there is an indescribable riot of tropical color is a bird paradise with one hundred and twenty-five thousand herons, a flock which Mr. McIlhenny started with seven birds. They feed themselves every day in the year. Every morning the whole one hundred and twenty-five thousand birds rise and sail away to some place that they know to have breakfast, luncheon and supper for them, and before sundown they come sailing back, a real cloud of birds. The only thing the birds cannot do is to find material for nest building in the spring time, and Mr. McIlhenny sends all through the vast acres of the bird paradise twenty-nine loads of twigs cut to a size adapted to their nest building. These loads of twigs are always scattered through the paradise just when mating devotion is at its height, and new nests, love nests, are made like magic by these lovers. No enemy of birds, young or old, or enemy of bird's eggs ever trespasses on this bird paradise. Bird lovers from everywhere come here to study this bird paradise, which has inspired bird preserves all over the world. Were there no other temptations to know the Lafayette region but to enjoy the hospitality of the McIlhenny home with its wealth of six thousand plants representing every sub-tropical country in the world, it would have made our October stay in the Lafayette district memorable. But Avery Island, St. Martinsville, made world famous by Longfellow's "Evangeline," with the wonderful live oak of classic association, with church, burial place, and innumerable by-ways and homes sacred to the Acadians, all these were merely incidental to the Louisiana vision of the twentieth century of enterprising men, local and far-famed, who are transforming soil and climate so as to harvest and market everything when and where the price is ten times what it would be at some other time and place. The science and art of husbandry will make Southwestern Louisiana a riot of thrift and prosperity. Garden truck is sent from Louisiana to Minnesota when they can sell at the top of the market, and to Kansas City, St. Louis, Chicago, and the North Atlantic cities ahead of other places. We rode over gardens and orchards of a Canadian who will make each of his four thousand acres of soil do from two to four years' work every year, and always at top of the market prices. But it is not alone the man with an Avery Island, or Tache Bayou, but the most prosperous man we know thereabouts has two merchandise stores, a bank, and lends a hand to a young Chicagoan when he wants to scoop in sixty thousand acres somewhere, and young men who are promoting the pecan industry or some other meet-the-market project. His father was the "noblest Roman" of them all, for his motto, which is on his monument, was "Educate the child." This man's inheritance was the spirit of his father as well as his vast acres and various enterprises.

But all this incidental. The real charm of Lafayette is the college, scholastic, professional and industrial, for it was this institution that early had the vision to Americanize Louisiana. It is twenty-six years since this twentieth century institution was ushered in with the century. It was a modest affair of course, but the young president had won his doctorate in New York University, where he had been in the Sunday School class of Charles E. Hughes—famous as governor, United States Secretary of State, and member of the Supreme Court—was baptized and taken into the leading Baptist Church of America by Dr. Faunce, now president of Brown University of Providence. In those years in New York University Dr. Charles H. Judd, now of Chicago University, and Dr. Edward F. Buchner, now of Johns Hopkins University, were on the faculty. At that time New York City was enjoying the luxury of some of the World's great leaders in scholarship and leadership, and this young Louisianian improved every opportunity to hear these world leaders. It is doubtful if any other Louisianian unblessed with wealth had such educational and professional opportunities as the young president of this modest school at Lafayette had enjoyed. He had gone to New York University on an abundant scholarship to meet all expenses of all the years. He was the only Louisianian to enjoy such educational luxury. Thereby hangs an interesting tale. A man of large means who had amassed his fortune on the railroad of which he was president, established these generous scholarships, but they were only available for young men who had been in the employ of his railroad. Thereby hangs another tale. This first president of this modest little twentieth century school at Lafayette had learned telegraphy by himself by the time he was fifteen years of age.

When he entered upon his sixteenth year through the friendship of his father with someone on that railroad in Iowa the lad was employed as a station agent and telegraph operator at a small station on the line. In one year he was twice promoted, and attained a position of some importance. The thrifty lad was able to return to Louisiana and enter the State University, from which in due time he was gradu-

ated. It was then that the New York University scholarship was announced, and the first person to qualify was the youth who had been in the employ of that railroad because he had learned telegraphy by himself before he was sixteen years of age. E. L. Stephens played the game with ardent scholastic devotion from his early teens. Yes, he played in luck, but the luck was because of the way he played the game when he played it ahead of the luck. We know intimately hundreds of colleges and universities, and we are infatuated with them all, but we know of no story that is more thrilling than that of the growth of Southwestern College of Lafayette, and certainly no story of the development of a faculty or of a maker of a faculty that has more of romance and dominance of personality than at Southwestern College of Louisiana.

Today this Southwestern College of Lafayette had seven hundred and forty-one students enrolled when I spoke there on October 4 and 5. The summer session is nearly as large. There is a faculty of fifty, and we know of no faculty of a kindred institution that represents so many states and countries as does Southwestern of Lafayette. And every member of the faculty has a scholastic degree that he has earned in the widest range of higher institutions of learning. Many of the faculty have their doctorates. Here is a college only twenty-six years of age that began in the humblest possible way with a standard of student scholarship worthy any state and a scholarly faculty rarely rivaled.

Educational Ideals of Motion Pictures

By PAUL V. WEST

Department of Education, University of Chattanooga

A SOCIETY that takes such just pride as does ours in the development of its educational system should take cognizance of every institution developing within it, and should know to what an extent it is an educational institution. Now any organization may be an efficient means of education without being in any sense a beneficent organization. It is therefore essential that society, with due regard to the welfare of coming generations, shall decide whether or no the educational influence of the particular institution is in harmony with the best educational thought and practice of the day. In case such harmony is lacking society has the right to stop such an agency from operating or to bring it into the line with the best accepted ideals.

The motion picture is as much an educational centre as any other institution in existence. This fact is not clearly enough recognized either by educators or parents. It is doubtful if those who own and control the business of the "picture show" either in the national or local sense, have any adequate idea of the extent to which their influence permeates society, and especially the more plastic elements of society represented by childhood and youth. This influence is not objectively measurable, but is none the less real.

The instructive potency of the "movie" is due to certain basic appeals which may be briefly summarized. In the first place it gains the rapt attention of the child as a means of amusement or entertainment, and all or most of its educative energy is applied indirectly. Here there are no dry and monotonous drills and no problems which require intensive application of memory and thought. In the second place the tendency to hero-worship here finds an outlet in an intense devotion to the "stars" of filmdom. This tendency is to a great extent spontaneous, but is undoubtedly enhanced by publicity expertly directed to this end. Thirdly, the pictures provide an "Escape from Every-Dayland." Whether or not one accepts in toto the doctrines of the Freudian school, it is doubtless true that most people, children as well as adults, are fascinated by the prospect of stepping, even for a little while, into the wonderful dream world, where unfulfilled wishes can come true. The boy doubtless identifies himself with the hero and feels himself performing the wonderful feats. The girl is clad in the beautiful gowns of a "Gloria," and feels the sweet sense of feminine power. As a fourth consideration scientific evidence is conclusive in showing that the visual stimulus (and particularly the moving stimulus) which serves in forming visual images is especially effective in gaining and in holding attention as well as in fixing the image in the mind. Add to all these considerations the great human interest which attaches to the plot and its portrayal and one realizes that the appeals are varied and efficient.

When we consider the question as to the agreement of the ideals of the cinema with those of the public school system there is only one conclusion possible: Most motion picture business is in many ways, if not in all, out of

harmony with the best educational thought and program.

A sound and well-recognized educational principle is that instinctive tendencies of childhood are not all good in the social setting in which he is to live, and that, as a consequence, while some may be encouraged and fostered, others must be modified, controlled, or even suppressed. Many motion picture producers are not yet aware of this principle, or are deliberate violators of it. The sex instinct is too often portrayed in all its primitive passion without being in any true sense idealized, or shown as transformed into fruitful avenues of expression and creative power. In a day when wisest professional educators are pondering the best and safest way in which childhood and youth may be led into the beautiful truths concerning the sanctity of sex, the moving picture show like the proverbial bull in the china closet blindly tramples through all safeguards and presents the problem—reel after reel—in its worst possible aspects.

Hatred and revenge coupled with murder and suicide—gun and poison and knife—a background of the eternal triangle with its unfaithfulness and jealousy, are all too prominent in a day when we are desirous of emphasizing the gentler virtues of forgiveness and loving-kindness, with respect for human life and the higher virtues of home life and the control of primitive passions. Even the movie which is apparently planned to teach a moral becomes in reality a moral menace when it shows the ease with which an evil life may be put behind one when it is time to put on the cloak of respectability.

Perhaps the chief influence of the motion picture in childhood lies in the child's tendency to imitate, the desire to repeat the action seen, the thing that was done so vividly and dramatically by hero, or heroine or villain. And yet almost no effort has been made to differentiate pictures which are suitable for the child to see, or for those many millions of adults whose minds are yet the minds of children. The Motion Picture business is yet a century behind the educational world in the recognition of the need for adaptation of material to the age of the individual.

As a somewhat related issue we have at the present time a renewed emphasis in our schools on citizenship with a special effort to build up civic habits as well as principles of conduct. And when the teacher or pupil visits the movie his eyes are apt to be assailed with violations of law—especially of the 18th Amendment to the Constitution—the fascination and daring of the crime often outweighing the effect of a lame and sometimes tardy arrival of justice.

In an effort to present exact facts of history and science, textbooks are carefully written and painstakingly taught so that the child may learn well and accurately, never to forget. But when the pupil sees a movie covering the same fields he may find the facts strangely distorted, certain items highly exaggerated, and the whole woven into a theme of romance so melodramatic as to render all else in the picture chaotic, or even of small moment. After viewing even so exceptional a picture as "America" the child who generalizes at all can hardly help but carry away with him a feeling or definite conviction that all British officers were handsome, fought courageously, killed and abused unmercifully and, for some reason or other, attacked beautiful young women. Incidentally George Washington had something to do with the picture.

Novels which the youth reads under the guidance of an instructor are later on read from the reel and found to be not at all like the original. Little attempt is made to stick to the detail or plan of the book, with the result that the new plot and the old make a strange jumble in the mind of the young learner. Novels which are so salacious as to be kept carefully from the knowledge of our young people find wide publicity in the reels which are based upon them, even though some of the worst aspects of the books may be omitted.

One might speak of the lack of co-operation of the movie with the school in the development of appreciations of the best in literature and art as well as in personal grace and etiquette. One might also note the influence of the movie as an antagonist of the school in the development of study habits and of the large amount of the child's time which it absorbs in passive attention rather than in creative production, but these points lead too far astray.

The basic problem is found in this hard shell: The motion picture business is in private, not public, control, and is basically purposed for commercial success, not for public welfare except as entertainment ministers to such welfare. It is this fact that makes it possible for it or its interpreters to frankly state in one way or another: "As long as the public pays to see vicious pictures, so long will exhibitors and distributors pander to its taste." (See Literary Digest—November 29, 1924, p. 33.) If the public schools were to make a similar pronouncement the public would arise in violent protest.

Many of those who "pay" to see these vicious pictures are the irresponsibles of youth and childhood who know no more what is best for them than the infant who cries for opiated candy. Exhibitors and distributors as well as producers are evidently so hard in their pursuit of gain as to consider no responsibility for the kind of appeal they make or the kind of

leadership they assume, and while pandering to the Freudian taste of the adult public throw open the door to children of all ages and create in them even baser tastes without mature controls.

The issue is clear. Society has the right to control private influences. No private or parochial school in the country is free to so use its educational prerogatives in an attack, either directly or indirectly, upon the foundations of our national moral and educational life. No social group should be thus free to make such use of power. But until the right of society to control is manifest in rigid laws which shall direct the ideals and practices of the motion picture industry another and immediately more powerful agency must be used —that of the boycott.

We must accept the challenge so well stated by Mr. Becker (see Literary Digest—November 29, 1924, p. 34): "The exhibitor, supplying what he thinks is the popular demand, will not change until his community demonstrates that it wants the worthwhile far more than it wants the salacious. The place to prove this is the sensitive nerve of the whole business, the box office." Let the vast number of church members, school teachers, lodge members, club and society members, school children, Sunday school children, scouts, and all other groups organize under the program of the Film Councils of America—seeing the good movies and only the good—and the goal will be shortly reached.

At the present there is a vast deal of ignorance of the true facts and a blind acceptance of the movie as it is. Teachers are attending worthless, and worse than worthless, shows and thus encouraging the children to attend without realizing the harm that is actually being done. Parents are going and permitting their children to go to exhibits that violate the best religious and educational principles without conceiving how extreme are the effects of their moral and financial support.

We must, in a word, prove conclusively to those in the motion picture business who need proof that they are wrong in their estimate of the depravity of human tastes, and that we are not in partnership with them in their wholesale corruption of the minds of our young.

—The Educational Screen.

Degrees at Wisconsin Teachers Colleges

WISCONSIN State Normal Schools were granted Teachers College status at the annual meeting of the Board of Regents of Normal Schools on July 20, 1926. Courses leading to the degree of Ed. B. were authorized and approved at each of the nine Normal Schools by a resolution which was introduced by John Callahan, state superintendent of public instruction, and adopted unanimously by the Board.

Effective September 1, 1926, four-year courses leading to the degree of Ed. B. for elementary school teachers were authorized and approved at the State Normal Schools at Milwaukee, Oshkosh, Eau Claire and Superior. Four-year courses leading to the same degree were also authorized and approved for Junior High School teachers at the same four schools. Milwaukee and Superior were given approval and authorization to offer four-year courses leading to the degree for kindergarten-primary teachers.

Effective September 1, 1926, four-year courses leading to the degree of Ed. B. for teachers of special subjects were authorized and approved at the several state normal schools, as follows: Art and music at Milwaukee; agriculture at River Falls and Platteville; industrial and vocational education at Oshkosh; home economics at Stevens Point. industrial education at Platteville; rural education at Stevens Point; physical education at La Crosse; and education of exceptional children at Oshkosh.

Four-year courses leading to the degree of Ed. B. for high school teachers were authorized in all state normal schools, effective September 1, 1927; but it was provided that all such courses shall be approved and limited by the Board prior to July 1, 1927. It was also provided that in the courses for high school teachers no degrees should be granted prior to June 1, 1928.

The Board of Regents decreed that all three-year courses for special teachers and for high school teachers shall be discontinued not later than September 1, 1927; provided that in the department of education of exceptional children at Oshkosh a three-year course, in addition to a four-year course, shall be offered.

At all the normal schools except Oshkosh and Milwaukee two-year courses will continue in operation for primary, intermediate, and grammar grade teachers. At Oshkosh and Milwaukee the minimum length of courses for all elementary school teachers, except rural school teachers, shall be three years.

A one-year rural school course will continue in operation in all of the nine normal schools.

The Board of Regents designated the state normal schools of Wisconsin as state teachers colleges, effective September 1, 1927.

The Man Who Wins

The man who wins is the man who goes
Ahead with his work each day;
Who's never struck by his adverse luck
But makes of his labors play.
From early dawn he toils right on,
And knows that the world's all right,
And he sings a song as he goes along,
For it sharpens his appetite.

—Selected.

Excellence in arithmetic may be mark of brilliance, but to be excellent in effort is a mark of character.—Edgar A. Guest, Colorado School Journal.

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Personal and Professional

DR. GEORGE E. WALK, dean, Teachers College, Temple University, Philadelphia, is always clear-headed, sees straight, has no mirages in his vision, and he is never afraid to be frank in challenging traditions. One of the best demonstrations of his educational sanity is "A Neglected Factor in Education," published in the "Gregg Educational Monographs," a booklet breathing with sentences that make one think of his traditional folly, while it stimulates constructive thinking. The "Neglected Factor" is the lack of appreciation of the fact that shorthand, taught and learned under favorable circumstances, makes a very significant contribution to the development of the students' thinking power.

"We are too often content in modern education with the credentials offered under the name 'passing grade.' The very term 'passing' is repugnant to ideals of mastery. It is symptomatic of 'saved as by fire,' it smacks of a 'brand plucked from the burning.' It means, in effect, in at least a large proportion of cases, that the child 'passed' is seldom accustomed to work in the plane of his own highest possible efficiency.

"That, of course, is the crux of the matter. Neither child nor adult often gives a satisfactory exhibition of continuous endeavor on the level of achievement that represents his best. Mastery is not absolute but relative. It is not contended for a moment that it is possible with never so great effort for any child to equal the best performance of every other. The stern implication of 'individual differences' is that no two children have precisely the same mental capacity, and profit to exactly the same extent through processes of training. The members of even the 'homogeneous' group that the intelligence test makes possible are homogeneous only in so far as the number of traits in which they are closely similar exceeds the number in which they are slightly different. We do not demand that the capacity for achievement realizable by Johnny Jones be just the same as that which Tommy Smith enjoys. We do, however, have a perfect right to expect Johnny Jones to attain to the level of his own 100 per cent. of possibility, even though his 100 per cent. does not signify at all the same thing as the 100 per cent. of his fellow.

"Let us assume, for crude illustration, that the average of performances of a given child for a school course represents only 80 per cent. of what he could actually do, if he always did something like his best. The passing rate fixed for promotion in his school is 70 per cent. In this particular case, therefore, the pupil is advanced on the basis of 70 per cent. of 80 per cent., that is 56 per cent. of his total working efficiency. The 'passing mark' thus becomes a very poor criterion for the type of mastery that develops mental and moral fibre. It degrades the pupil's own sense of self-respect. It symbolizes an attitude of mind and a conception of effort and endeavor that will make no contribution to character education. The student, child, or adult who views the 'passing mark' with complacency rather than alarm, comes to assume a point of view demoralizing to possibilities for either personal success or social usefulness."

F. D. BLAKESLEE, for many years principal of the Academy at East Greenwich, Rhode Island, has completed a round-the-world tour of four years with Mrs. Blakeslee—Harriet B. Blakeslee—and is delightfully settled at 915 South Carondelet Street, Los Angeles. They spent two years in Australia, where they became very much at home, enjoying everything and everybody greatly.

GEORGE H. LOCKE, librarian of Toronto, the newly elected president of the American Library Association, at its recent sitting in Boston, was prominent in Boston literary and social society activities for several years when he was educational editor of the publishing house of Edwin Ginn and Company. He was warmly welcomed by his associates in various clubs and literary societies of Boston.

DR. CORA HELEN COOLIDGE, president of Pennsylvania College for Women, whose remarkable administrative success has been demonstrated in the superb management of the affairs of the college, is one of the ablest women on the academic platform in the country, ranking with the presidents of Mount Holyoke and Mills College in the art of public speaking. We have heard no one present the problems of women in education as brilliantly and as sanely as she does in her address on "Open Questions in the Ideal Education of Women." It should be heard by the public as well as by men and women collegians. It is a noble appeal for women to support academic women in their professional aspirations. The graduates of women's colleges in the last ten years are more than there are alumnae of these colleges who graduated prior to ten years ago. When these recent graduates attain positions in professional and social life such as they will inevitably attain they will be a rallying force for idealizing the education of women comparable to that of the universities of men that have had centuries for the development of alumni.

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

Morning Glories

HOW many people ever understand that they plant themselves in just exactly the same way that they plant a morning glory seed in a window box? When we, for instance, wish to raise a morning glory vine we, first of all, fashion a window box of suitable size and depth. We make it of sturdy things and build it strong enough and beautiful enough to serve its purpose as a home for our morning glory vine. In the same way we must build our life box of the best materials. To be worthy of the precious seed it is to shelter it must be beautifully and strongly made with bones of strength and muscles of great power. Just as we do not intentionally damage our window box by clipping off the edges of it, so we should not damage our life box by rotting it with cigarettes or evil habits. When we have built a satisfactory window box for our morning glory we hunt for the proper kind of earth with which to fill it. It must be light and at the same time rich; it must have in it the materials out of which the seed can fashion its stock, its leaves, and its lovely flowers.

The earth we plant ourselves in must also be of the proper sort; it must be pleasant, and light-hearted; and rich in chances to make good and just full of materials out of which to build a successful life. It must contain sources of spiritual strength, deep love for parents and home, tender love for God and His church, kindly love for our fellow human beings, a rich experience in all those little things in life that help us to grow strong and straight and beautiful, full of the Divine presence and fragrance of happy living.

No morning glory seed will grow in any window box unless it is carefully watered every day. And we must water, also, many times each day, the soul within our own life box, by raining down upon it gentle showers of happy, noble thoughts. Without happy thinking the roots of our soul's growth will parch and die, no matter how strong the box or rich the earth we grow in. And then our morning glory box must be placed in the sunshine. Without the influence of the blessed sun only distorted, ugly growth can come about. And our souls, also, must be placed in the sunshine of God's presence. His nearness must warm the soil about us and give color to our days, and shape our thoughts and add lustre to every thing we do. If we have planted our morning glory seed with care and watched over it day and night the life within its lovely form will wish with all its strength to hang silver morning glory bells on all its leafy steeples, and, some summer dawn, will find them there. In much the same way if we do our part in building for our soul a proper body and giving it the proper soil to thrive in, in watering it with good thoughts, and standing it where the sunlight of God's presence can fall upon it, then within the soul will grow a mighty wish to blossom in some noble, beautiful way, and because wherever there is the right wish there also is fulfilment of a dream, the summer of our days will bring to us a great reward.

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The Great Father's Care

THE following little poem was brought to me by one of the teachers in the school. He received it from a friend who had taken the time to write it:—

To every one I met today
I said "Good morning," in my heart,
And wished them joyous things and gay,
And hoped their sorrow would depart.
I wonder if they felt more glad,
I don't suppose I'll ever know,
But Oh! the happy day I've had,
I never knew I loved folks so.

While it is a delightful little verse and expresses a true thought of love and kindliness, that is not the reason why I have given it to you.

One day last autumn I saw a brilliant ivy leaf glowing like a live crimson coal, on a purple rock. I thought to myself: Here is a little gleam from the heart of God. The ivy leaf did not know why it had taken on that glorious color, but the great Father knew and cared about it.

On another day I saw a lone cloud slowly grow into golden fleece as the setting sun bathed it in splendor. I thought to myself: Here, also, is a little gleam from the heart of God. The cloud does not know why it has turned into golden fleece, but the great Father knows and cares about it.

On another day I read of a noble policeman who gave up his life for duty's sake. I thought to myself: Here, also, is a splendid gleam from the heart of God. That policeman did not know the greater reason why he gave up

his life, but the all-seeing Father knows and cares about it.

And then, on another day, this little verse came to my desk. Again I thought to myself: Here is a little gleam from the heart of God. The writer did not know the greater reason for the words written, for that lies deep down in the soul, but the all-loving Father knows and cares about it.

Every noble deed, every outlet for beauty, every cheery smile, every happy word, every noble thought is a little gleam springing from the heart of God. So, let us do noble things, little and big; let us bring to the earth, straight from the heart of our Father, the brightening influence of good deeds. Let us be outlets for beauty, bringing God into our own lives, and through our lives into the world, in all we do and say and think about.

Expecting the Dawn

WHEN you close your eyes in sleep have you in your soul a strong expectation of the next day's dawn? "What a foolish question to ask," I hear you say. Well, perhaps it is foolish, but personally I like to expect the dawn. There is something very comforting about it. No matter how black the night, how few the stars, how wild the storm, you have the happy feeling that beyond all these the peaceful dawn awaits you. It happens in life sometimes that we expect riches which never come, or we expect success which never arrives, or we expect happiness which never greets us, and the disappointment robs us of some of the joy of living, but he who has learned to expect the dawn is never disappointed and has raised up within his soul a source of infinite joy and peace of mind. You see the darkness of the night about you, but in your soul's depths you expect the rosy glow of another dawn; you are troubled by the dreams that come with blackness and the night, but they cannot scare you because you expect the dawn in which the birds sing and the flowers open their castle gates; it becomes a habit with you to expect the dawn. You meet with misfortune, but your soul cannot be utterly sad because it is filled with the soft glow of the glorious dawn of another and better day. You lose some one near and dear to you, and even while your tears fall there is deep within your being a comforting expectation of a new dawn in which you and the loved one will see each other face to face once more; and then after a whole life of dawns that have never failed you, each one a new miracle of light and life, you come to a final sunset and a final night, and even as you close your eyes you have no fear, for in your soul still rises happily the expectation of another, but a far more lasting and glorious dawn.

The Race

IN FAIRYLAND where queer things happen every day, two young princes prepared to run a race. The prize was the privilege of sitting on the right hand of the Queen of the Successful People. It was a much cherished prize, for with it went a lovely castle with marble walls, a great lake full of the finest fishes, a garden in which grew the choicest foods, servants to wait on one, and great honor before all other men.

Now the two young princes were of equal size and strength, both full of manly beauty and beloved by all who knew them, so that the day of the race was looked forward to with great eagerness by the whole fairy kingdom. Months before the day set the princes began to prepare. They knew that the race would be long and hard, over rough ground, and up steep hills and through bogs and across streams of water. Such a noble prize could not, of course, be won by easy means. Prince Wise One went about his training in a careful and well planned way. He rose early and went out into the fields and breathed deep breaths of sweet air and he studied nature and her beautiful secrets, peeping into her workshops through the many colored windows of her lovely flowers. He ate simple food and drank deeply of the cold sweet springs, and did everything he could to make his muscles strong. More than all else he thought of noble things, for he wished to be worthy of the place on the right hand of the Queen of the Successful People. Prince Foolish One had a very different way of getting ready for the race. He set up a little forge in his backyard and got a lot of metals and began making bracelets for himself. Out of self-conceit he made bands for his neck that held his head up so straight that he could scarcely breathe. Out of selfishness he made bands for his arms that were so tight he could scarcely move a muscle, and finally, out of laziness he made a fine set of hobbles which tied one foot to the other in such a way that instead of running freely he was compelled to hop like a kangaroo.

When the day of the race dawned the fairies were all on hand. The two princes stood at the line. The starter gave the word and the race was on. Off sped Prince Wise One amid the cheers of all. In no time at all he was out of sight over a distant hill, but Prince Foolish One gave sixty feeble hops and then fell over in the grass exhausted. His bracelets had lost him the race. Self-conceit had robbed his

lungs of breath; selfishness had sapped his muscles of their strength and laziness had tied his feet together and tripped him up.

Of course the fairy people despised the prince who had thrown his chances away. They felt cheated, for they loved to watch a good race. As for the prince, himself, I have a secret to tell you. He felt so ashamed that he began at once to rid himself of his shackles. It took a long time, but he did it, and at last ran a race and won a very good prize.

Dahlias

THE frost has struck the dahlias, blackening the leaves, and wilting all the flowers, serving notice that the time has come to dig up the roots and store them away for another spring.

This digging up of roots and bulbs is always a pleasant experience, for it has in it an element of surprise.

You know that down under the earth is a living root with a spirit that thinks in terms of leaves and flowers; you have seen it adding the glory of color and incense to the summer hours. You have come to look upon it as a little treasure casket buried out of sight, but overflowing with the richest of lovely things; the rich scarlet velvet of the many petalled flower and the green tapestry of the leaf.

Like all beautiful spirits the root of the dahlia is not content merely to produce its flowers and leaves, it must also produce other little roots of its own nature, its little children, so to speak, implanting deeply in each the same urge to do lovely things.

As the brown earth falls away you find these little children of loveliness cuddled up close to the old parent root. You separate each gently and lay it away with care for next year's blossom time.

How true all this is of life. Beautiful deeds, like dahlia roots, produce not only happiness the day they are done, but bring into being little children deeds which grow and blossom in the souls of other people.

Let us, therefore, make our lives gardens of happiness, full of flowers in the sunlight by the wayside of life, and full of joyous roots tangled down in the very centre of our souls.

How Mr. Egan Uses Character Chats

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The twelve-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.—J. B. E.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

The love of beauty may be hard to explain, but it plays a highly important part in all worthwhile living.—Henry Newman, Ph. D.

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EDUCATION IN ACTION

Teacher Spends Summer As Lighthouse Keeper

After a summer as lighthouse keeper on Sand Island in Lake Superior, just north of Ashland, Wis., Miss Gertrude Wellisch has returned to her post as a teacher in the Harding High School, St. Paul, Minn. Explaining how she happened to find such an unusual vacation cottage Miss Wellisch said: "My father, my brother and I used to go to Sand Island to spend our summer vacations with folks we knew there. We saw the lighthouse and got to joking about renting it. Since the light was automatic there was no keeper occupying the place. We never dreamed it would be possible to get it. Finally I wrote to Congress. It took months before we got any action, but finally it was leased to us."

Johns Hopkins Has Trained Many Educators

A survey of the Johns Hopkins alumni directory has shown that every year for fifty years there have been among the entering students at the University one potential college or university president and twenty-nine college or university professors. Counting only living alumni, the survey showed Johns Hopkins to have trained in the last half-century enough educators to staff fifty colleges, or as many university departments. Despite its medical reputation, however, Johns Hopkins has trained more educators than physicians.

Complaint of Frivolity At Teacher Institutes

Officers of the Schuylkill County, Pa., Teachers' Institute were agitated by statements from Shenandoah and Mahanoy City that the teachers from those towns no longer are permitted to attend institutes in Pottsville because there is too much frivolity in that city during institute week. A constant succession of balls and other social events lasting almost until dawn on some days leaves teachers in poor condition for educational advancement, it is alleged by school directors.

Princeton Refuses Aid To Students With Cars

In the opinion of V. Lansing Collins, secretary of Princeton University, scholarship students at Princeton who can afford to drive automobiles are not entitled to financial aid from the university. He has announced that such students will be deprived of their scholarships unless they can prove that the cars are a necessity in working their way through college. Automobile ownership by Princeton students has long been in disfavor. Last spring cars were barred from the campus and Dean Christian Gauss ordered owners to make special registration at the university. The written approval of parents also was required.

Vote Ban Upon Smoking Teachers

The Lynn, Mass., school board, with a minister as the only dissenter, voted recently not to consider candidates, men or women, for teachers' positions if they are cigarette smokers, or for janitors if known to drink intoxicating liquor. Mayor Bauer some time ago asked that all teachers and janitors now employed, who are known to smoke, in the case of the former, and to drink, in the case of the latter, be dismissed, but the board was not willing to go that far. The board's action came as a result of a report to Mayor Bauer last September that a Lynn school teacher had been discharged from a girls' summer camp because she smoked cigarettes. It is not his first attack on the school janitors, for in February he termed them "the laziest bunch of bums in the city" because they didn't keep the sidewalks in front of their schools clear of snow.

Open Headquarters For Adult Education

Formal opening in New York City of the national headquarters of the American Association for Adult Education is announced by Morse A. Cartwright, executive director. The new association has been formed to serve as a clearing house of adult education activities in the country, to help those already in operation and advise others how to start. It will arrange educational meetings and issue publications dealing with adult education problems. The association's members will include teachers and students in adult education, as well as institutions. It has already established relations with similar bodies in Europe. Reports show that more than 3,000,000 men and women in the United States are pursuing some kind of education after working hours, either by correspondence or under public library guidance or in university extension classes, workers' education classes, workers' summer schools, folk schools, institutes or museum classes. This number is a greater enrollment than that of all colleges and universities in the United States combined.

Need of Education For Leisure Hours

Dr. George Barton Cutten, president of Colgate University, addressing the thirteenth congress of the Playground and Recreation Association declared that education has always been for one of two purposes: general culture or preparation for earning a living. In some cases both purposes have been in mind, he said. He also asserted that with new conditions it will be necessary to add a third purpose, namely, education for leisure. "We find," he stated, "that with the large amount of leisure that has been thrust upon the world almost before we realized it, there had been no training for vacation. As the great majority of people never go to college, the training must not only be a part of college, but perhaps even more so of primary and secondary schools. And our night schools, instead of being strictly vocational, must spend some time in education for leisure hours."

New Forest School To Be Dedicated

The University of California, at Berkeley, has been chosen as the location for the new Forest Experiment Station of the Department of Agriculture, according to an announcement by William Jardine, United States Secretary of Agriculture. The work of the Government forest experiment station is directed toward discovering new and more efficient methods of lumbering and timber utilization.

Rome Scholarships Planned at Harvard

The Circolo Italiano of Harvard University announces a plan similar to that of the Rhodes Scholarships for awarding scholarships in exchange with the University of Rome, in accordance with the object of the society to stimulate interest in things Italian among American and Italian students at the University. The winner will be chosen next June, when the scholarship will be given for the academic year 1927-28. Franklin Q. Brown, Jr., president of the Circolo, is in charge of the campaign for funds for this purpose.

15,000 Indians Taught In 328 Canadian Schools

The Canadian Government has built and maintains 328 schools where the pupils are all Indians. These schools teach nearly 15,000 Indian children good habits, elementary education and vocational work. Of the 328 straight Indian schools, 254 take care of day scholars only. In seventy-four others living accommodations are provided for the pupils. In the Northwest territories which fringe the provinces on the Arctic Circle, there are eight day schools and 254 pupils. At present the Department of Indian Affairs is stressing the importance of vocational training. It is pointed out that the residential schools have better chances of success along this line than the day schools. The advantages of the residential schools, where the life of the Indian child is supervised every hour of the day and night, are conceded. The residential school system for Indians so far has proved most satisfactory.

To Teach Fourth "R"

How to ride on a railroad train will be taught pupils in the advanced grades of the public schools of Berlin, Germany. The textbook has been issued by the National Railways Administration and contains among other things a chapter designed to eliminate controversies over possession of seats, which frequently lead to fist fights. The book also reveals that if a passenger on a through trip misses connections at a junction point because the first train is late, he can return free of charge to the point of departure. Moreover he can obtain a refund of the fare to the junction.

Rutgers Will Train Workers

Courses in foreman training, shop mathematics, mechanics, and kindred subjects will be established in forty industrial plants throughout New Jersey, Professor Norman C. Miller, director of Industrial Extension at Rutgers University, announced recently. More than 5,000 students will be enrolled this year in extension courses.

Ph. D.'s Not Scholars, Prof. D. C. Munro Asserts

Failure of doctors of philosophy as productive scholars was proclaimed recently by Professor Dana C. Munro of Princeton University, president of the American Historical Association. Graduate students in universities today hunt the dollar, which they can obtain more readily if they own a Ph.D. degree, rather than seeking to become scholars and producers of scholarship, Professor Dana declared. Theses of graduate students indicate their mastery of the tools of the teaching profession, it was stated, but they add nothing to the world's knowledge. Policies of colleges and other schools to grant salary increases to teachers who pursue graduate studies was blamed as one reason for the tendency.

Hall Inducted As Oregon Head

Dr. Arnold Bennett Hall, new president of the University of Oregon, was inducted into office recently with an impressive and colorful ceremony in which prominent educators from various parts of the country participated. He is the fifth man to become head of the university and took office during the celebration of this institution's fiftieth anniversary. The university's semicentennial celebration was attended by representatives from 170 institutions in all parts of the country, twenty-two presidents, delegates from learned societies, hundreds of citizens of the state and the university faculty and students. Dr. Clarence Cook Little, president of the University of Michigan, delivered the installation address.

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TREND OF THE TIMES

One in Nineteen on Public Payroll

With a view to securing better personnel and administration for the federal service, a national committee of eight is conducting a survey of public employment. The committee declares that one person out of every nineteen listed by the census bureau as being "gainfully employed" in this country draws his salary from the public coffers. There are about 3,000,000 persons on federal, state and municipal payrolls. Eight years after the World War the federal government still employes about 500,000 civilians. This is almost one-half of the war figure, but is 100,000 more than in 1916. The post-office department employs the largest number—nearly 300,000. Every American family, it is said, contributes an average of $123 a year toward the support of this army of public office holders.

American Razors For British Troops

It has been officially announced that recruits to the British Army will henceforth be supplied with safety razors in place of the old pattern long-handled razors, as hitherto. It is understood that those safety razors will be American. The contract has been obtained by the Gillette Company. Its London manager said the razors would be made at its English factory and the blades made in Montreal. The extent of the contract was not disclosed, but last year nearly 40,000 recruits joined the army. An official at the War Office defended the action of his department by declaring that it must buy in the cheapest market, as the taxpayer had to be considered before patriotism. It is stated that owing to mass production, the Americans were able to undercut the British firms.

Unearth Ape-Man Skull in Java

Dr. C. J. E. Heberlein, who is attached to the Netherlands Government medical service in Java, recently discovered a complete skull of pithecanthropus erectus in the interior of Java. Interest and importance attached to the discovery lie in the fact that it represents to scientists the farthest backward reach of the genus homo, of which man is the only living representative. The pithecanthropus, according to scientists, lived about half a million years ago and was not man or a direct ancestor of man. They regard him as a biological cousin of the human race many degrees closer than any of the man-like apes of the present, and frequently characterized as one of "nature's discarded experiments in making man." Pithecanthropus possessed by no means the brain of man, but was a brainier creature than any of the apes, and the actual ancestor of man is thought by scientists to have been a creature very similar to pithecanthropus. In 1892 Dr. Eugene DuBois unearthed a similar, though very incomplete specimen, which up to now has been the ranking discovery in the field.

Thrift Is Restoring German Prosperity

Despite all post-war difficulties the proverbial thrift of Germany is in a fair way to restore her prosperity, according to Dr. Heinz Luedecke of Berlin, who has arrived in this country to attend the world conference of savings bankers. He declares the German people have acquired savings of about two and one-half billions of marks since the war. He believes another ten years is likely to see the total of German savings restored to the pre-war figure, but says this progress is being achieved only by the sacrifices and hard work of the whole German people.

Wood-Burning Auto Eliminates Gasoline

A gasolineless, wood-burning automobile has been placed upon the market in Paris by a French automobile company. A fourteen-seat auto bus of this type recently made a complete circuit of France—3,280 miles— at a fuel cost of $15. The fuel is simply wood or charcoal heated to a high temperature by a special apparatus attached to the left side of the car and transformed into gas, which, mixed with air, passes on to the motor and is exploded in the cylinders the same as ordinary gas from liquid fuel. The company's announcement asserts that light motor trucks loaded to capacity can run sixty miles without restoring, at a cost of eighty per cent. less than gasoline-operated trucks.

Hughes Appointed to Hague Arbitration Court

Charles E. Hughes, former Secretary of State, has been designated by President Coolidge to succeeed the late Judge George Gray as one of the representatives of the United States at the Permanent Court of Arbitration at The Hague. His American colleagues are Elihu Root and John Bassett Moore. Some observers see in this action of the President a leaning away from the World Court toward The Hague tribunal.

Belgium to Prohibit Sale of Alcohol

Emile Vandervelde, Belgian Foreign Minister, recently informed a delegation of cafe proprietors in Brussels that Belgium is going dry. The Minister, who is responsible for the law prohibiting the sale of alcohol in cafes and restaurants, now in force, said he intended to introduce a bill prohibiting the sale of alcohol under any conditions except for industrial purposes.

Need of Better Lighting Indicated

The United States generates more than half of the electrical current produced in the world, and uses four-fifths of all the electric lighting. However, a study of more than 2,000 school children by the Life Extension Institute showed that 36.1 per cent. had defective vision, possibly indicating the need of better lighting in the schools as well as in the homes in this country.

Franco-German-Belgic Steel Pact Is Signed

The French, German, Belgian and Luxembourg coal, iron and steel interests recently signed an agreement in Brussels creating a great consortium. The agreement also leaves the way open for the eventual entry of Czechoslovakian, Polish, English and other European industries. It will run for five years. Each nation is awarded a production quota which it cannot exceed without penalties. The marketing of metallurgical products is also governed in some respects. The trust, marking the first economic step toward the dream of a United States of Europe, is also extremely important in that it lays a foundation stone for the projected Franco-German entente, and is expected to restore prosperity to European metallurgical and industrial interests. The English steel industries have refused to enter the combine, preferring the position of independent competitor. President Coolidge interpreted the movement as more for adjusting markets in Europe and for providing supplies of raw material than as a challenge to steel interests here for control of American markets.

The BOOK TABLE

SHERIDAN LANGUAGE SERIES. Book Four. Speaking and Writing English for Grade Six. By Bernard M. Sheridan, superintendent, Lawrence, Mass., Clare Kleiser, principal P. S. 99, Manhattan, New York City, and Anna I. Mathews, principal DeSoto Junior High School, New York City. Cloth. Illustrated. 350 pages. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

Superintendent Bernard M. Sheridan has been one of the famously successful city superintendents of New England. Lawrence has been highly fortunate in its principals and superintendents for sixty years. It has had principals and superintendents who have produced really fabulous results from the days of George A. Walton to Bernard M. Sheridan. Walton's "Written Arithmetic" held the field almost miraculously and Mr. Sheridan's "Language Series" has had famous success. Both Walton and Sheridan based their success on knowing what to practice on, what not to drill on, what to magnify and when to mimimize. Each of the four books, for Grades Three, Four, Five and Six, has intensified the virtues and eliminated every non-essential until the result with every child is a notable success.

RURAL SCHOOL ADMINISTRATION AND SUPERVISION. By Julius Boraas, St. Olaf's College, Northfield, Minnesota, and George A. Selbe, St. Paul, Minnesota. With Introduction by Lotus D. Coffman. Cloth. 260 pages. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

This treatment of Rural School Administration and Supervision is eminently practical with a real vision of the best way to attain the highest ends. A single paragraph is characteristic of the spirit and sanity of the entire book. "The county superintendent should be a 'super-salesman' of education. He should merit recognition from teachers, pupils, and patrons, as a professional leader. They should look to him as the champion of the better things in education and in life. His vision should be broad enough to see that the schools form but a single institution of the many that train and educate. He must be able to coordinate schools with the activities of society, thereby making better schools and a better society. He should have a hardy constitution and a strong and kindly personality. He should possess knowledge of and sympathy with rural life and its problems. He should have a broad and well rounded general education. He should be a leader in education, as well as of the people, and always a champion of the better things in life."

JUNIOR-HIGH-SCHOOL PROCEDURE. By Frank Charles Touton, University of Southern California; Alice Ball Struthers, Principal Elect Thomas Starr King Junior High School, Los Angeles. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Los Angeles was not only the first city to permanently establish the junior high school idea, but it has developed the junior high schools with the utmost care to relate them to elementary and senior high schools for the advantage of both. The University of Southern California has taken a vital interest in the evolution of the Los Angeles schools through the introduction of the junior high school, and Professor Touton and Miss Struthers have rendered an important national service in giving a clear statement of "Junior High School Procedure," in which they draw upon personal experiences of fifteen years in junior high schools in Los Angeles, and an intimate knowledge of the development of the system in that city. They deal with the Junior High School precedure in organization, administration, supervision and instruction.

CALEB PEASLEE. By Frank K. Rich. Cloth. New York: Altemus.

Caleb Peaslee is a keen old Maine farmer and there is always relish in his remarks, almost a David Harum.

"The charm of this story is its understanding portrayal of those quaint and rugged rural types now met far less frequently than in earlier years. There is nothing of caricature in Mr. Rich's study, which shows a fine and sympathetic presentation that the subject merits and has too rarely received. The story centres largely around "the old Manset place" and its ownership, with Caleb Peaslee, the friend of everybody, playing a role of importance in the romance that threads its way through the novel. Mr. Rich knows his rural Maine from the core outward, as every situation indicates clearly. He introduces few characters, but makes them very real. And he successfully resists that temptation to overwork dialect which messes up the pages of many well-meaning writers about rural New England."

Caleb Peaslee could have been born in no other land under the sun. He is a many-sided man. He is an authority on signs and portents. He comprehends the mysteries of auctions, where the things you pay for aren't those you "planned to buy." His account of the scarecrow belongs in history. There was also that scientist who discovered that the curious "fungoid" was a hornets' nest. And horses! The only man "down in Maine" that knows more about horses than Caleb is Hen Barker. "'Hen's a confirmed hoss-trader,' Caleb related. 'I knowed him one time to swap hosses through an open window at Mahaly Binns's funeral; and Mahaly was his own mother's aunt, and Hen was sittin' in the room with the mourners.' Caleb paused and added: 'He made a good trade, too.'"

DANTE'S CONCEPTION OF JUSTICE. By Allan H. Gilbert, professor of English in Duke University. Cloth. vii+244 pages. Durham, North Carolina: Duke University Press.

One of the most usetul activities of the greater Duke University is evidently to be the publications of the Duke University Press. Among the books that have already appeared are "The Story of Durham," "Origins of the Whig Party," "John Slidell," "The Tillman Movement in South Carolina," "Organized Labor and the Law," "An Anthology of Verse by American Negroes," and the present volume. Many of the authors are members of the faculty of Duke University.

Professor Gilbert's book is a detailed analysis of the nature and genesis of the ideas of justice that inform Dante's masterpiece, the great "Divine Comedy." Particular attention has been given to the fifth book of the "Ethics" of Aristotle and to the commentary on Aristotle by St. Thomas Aquinas, the great scholastic philosopher, as well as the "Summa Theologica" of Aquinas and Dante's own treatises, the Latin "De Monarchia" and the Italian "Convivio." After a discussion of the materials for Dante's treatise on justice and of the "Divina Commedia" as a poem of justice, Professor Gilbert passes to a consideration of the three books of the "Divine Comedy," representing "Justice in the life of the wicked" (Inferno), "Justice in human suffering" (Purgatorio) and "The justice of variation in human talents" (Paradiso). This conception makes much clearer the allegorical significance of

all three divisions of the poem. The author shows a remarkable knowledge of classic and medieval philosophy and theology as well as of Dante scholarship, and is able to illustrate his points also by parallels from English and Continental literature. An appendix gives the Latin or Italian original of all quotations made in English in the text.

It is by the publication of such books as this that a University Press truly justifies its existence.

THE GENIUS OF SPAIN, and Other Essays on Spanish Contemporary Literature. By Salvador de Madariaga. Cloth. 164 pages. New York: Oxford University Press, American Branch.

Salvador de Madariaga is a brilliant young Spaniard who won international reputation a year or two ago with his remarkable book "Shelley and Calderón, and Other Essays on English and Spanish Poetry." Readers were struck at that time not only by his knowledge of two literatures so dissimilar as the English and the Spanish, not only by his marked critical faculties, but by the ease and grace with which he expressed himself in English, to him a foreign medium. He has followed his triumph with "Shelley and Calderón" by preparing the present book, the subtitle of which indicates its nature, and again has succeeded in producing a book in English that ranks as one of the best productions in English belles-lettres that we have seen for a long time. In this case he has published the essays in Spanish as well, a Spanish edition having recently appeared in Madrid.

The volume contains an introductory section—about one-third of the book—devoted to "The Genius of Spain," a penetrating analysis of the Spanish cultural mind, and to "The Character of Spanish Contemporary Literature," a sketch of the general characteristics of contemporary writing, which places in their proper background the individual authors discussed in the rest of the book. Notable among the important literary figures dealt with are Benito Pérez Galdós, Ramón Pérez de Ayala, Miguel de Unamuno, Pío Baroja, Ramón del Valle-Inclán, "Azorín," and Gabriel Miró. A "note" on Francisco Giner de los Ríos, whom Madariaga considers one of the "founders of contemporary Spanish culture" (with Marcelino Menéndez y Pelayo), is in fact another essay. It will be seen that the emphasis is on novelists rather than dramatists in the book.

Those who see in Spanish literature only one great figure in the past—Cervantes—and only one writer in the present—Blasco Ibáñes—will find much enlightenment, as well as entertainment, in this interesting volume.

MEDIEVAL AND LATE LATIN SELECTIONS. By Charles Upson Clark, formerly director of the American School of Classical Studies, Rome, and Josiah Bethea Game, professor of Classics, Florida State College for Women. Cloth. 242 pages. Chicago: Mentzer, Bush and Company.

The amazing revival in medieval studies in England and America during the last decade is bearing rich fruits in scholarship and teaching. One of the most interesting aspects of the movement is the interest in Latin literature of the post-classical period—the long stretch of centuries during which Latin was the language of education, of science, of religion, of international intercourse. Modern historical research has altered fundamentally our old opinions of the medieval period and it was but natural that in due time the value of late Latin literature should be properly recognized in American education. The present book is intended for use in the fourth year of high school, along with Cicero and Virgil, or in college. It will also be useful to advanced students of the classics and of medieval history. Among the writers represented are Erasmus, Gregory of Tours, Odo of Cherrington, the Venerable Bede, Geoffrey of Monmouth, Petrus Alphonsus, St. Jerome, Gregory the Great, and Columbus; the selections range in content from historical episode and anecdote to rollicking student songs, from advice on good manners to the adventures of St. Brendan. Story and humor add to the interest of the selections. The editors have provided notes on each author, full explanatory notes on the texts, and a complete vocabulary, in which English derivatives are indicated. The same authors have also prepared a "First Latin Book" and a "Second Latin Book."

Books Received

"Four Essentials of Education." By Thomas J. Jones. — "Training in Citizenship." By Roy W. Hatch.—"History and the Other Social Studies." By Daniel C. Knowlton. New York: Charles Scribner's Sons.

"Bookkeeping and Business Knowledge." Second Year Course. By J. Hugh Jackson, Thomas H. Sanders, and A. Hugh Sproul.—"The Learn to Study Readers." Book Five. By Ernest Horn, Mabel Snedaker, and Bess Goodykoontz. Boston: Ginn and Company.

"Fifty Famous Painters." By Henrietta Gerwig.—"Heroes of the Air." By Chelsea Fraser. New York: Thomas Y. Crowell Company.

"Modern Times in Europe." By J. Salwyn Schapiro. Boston: Houghton Mifflin Company.

"Classified Types of Literature." Edited by Mabel Irene Rich. New York: The Century Company.

"The Pathway to Reading." Sixth Reader. By Bessie Coleman Black, Willis L. Uhl, and James Fleming Hosic. New York: Silver, Burdett and Company.

"The Children's Own Book of Letters and Stories." By Maude B. Harding. Boston: Marshall Jones Company.

"Second Latin Book." By Celia Ford. New York: Henry Holt and Company.

"Primary Industrial Arts." By Della F. Wilson. Peoria: The Manual Arts Press.

"Everyday English." By Caroline Laird, Hallie D. Walker, and Anna M. Locke. Chicago: Row Peterson Company.

"Great Teachers and Mental Health." By William H. Burnham. New York: D. Appleton and Company.

"How to Write and How to Deliver an Oration." By Frederick Houk Law. New York: G. P. Putnam's Sons.

"Individual Differences in the Intelligence of School Children." By Mary M. Wentworth. Cambridge: Harvard University Press.

"Just Ten Minutes." By Eleanor G. Griffith. Atlanta, Georgia: Smith, Hammond and Company.

"The Book of Extenuations." By Edmund Vance Cooke. New York: George H. Doran Company.

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The two college juniors stretched and yawned. "What shall we do tonight?" said one.

"I'll toss up a coin for it," his chum replied. "If it's heads we'll go to the movies; if it's tails we'll call on Nan and Bess; and if it stands on edge we'll study."

Her Own Idea

The sweet little girl had a violent tussle with her particular chum. Her mother reprimanded her and concluded by saying: "It was Satan who suggested to you the pulling of Jenny's hair." "I shouldn't be surprised," the child replied musingly. "But," she added promptly, "kicking her in the shins was entirely my own idea."

Cutting.

"My knife was a trifle blunt, waiter, but I managed all right."

"I am glad of that, sir."

"Yes, I stropped it on the steak!"—Bystander.

Pluck or Luck

A wealthy motorist, while traveling through a Mississippi town, approached a gasoline station, only to find the tender a lazy country boy.

"Here, boy," said the motorist, "I want some gasoline. And get a move on you! You'll never get anywhere in the world unless you push. Push is essential. When I was young I pushed and that got me where I am."

"Well, governor," replied the boy, "I reckon you'll have to push again, 'cause we ain't got a drop of gas in the place."

Disappointed

Little Mattie flew into the house one evening very late for tea, and hurried to her mother's chair. "Oh, mother," she cried, "don't scold me, for I've had such a disappointment! A horse fell down in the street, and they said they were going to send for a horse doctor, so, of course, I had to stay. And after I waited and waited he came, and, oh, mother, what do you think? It was only a man!"—Montreal Star.

Not Quiet Enough

"If you want to spend a quiet half-hour, ladies and gentlemen," said the guide to the chairman of the party, "there's no better place than the art gallery along on your right."

"Half a minute!" replied the funny man of the party. "I've just been reading about it in the guide-book. It says that the visitor, immediately on entering, is struck by a statue of Venus. Then his eye is taken by the splendor of the grand staircase. A picture in the first room stuns him with its amazing color, while farther on he is crushed by the overwhelming magnificence of an Egyptian frieze. Finally, masterpieces from Pagan tribes run riot everywhere. No, sir! If I want a quiet half-hour I'll go to the local 'gym' and take a boxing lesson, if you don't mind."—Happy Magazine.

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Meetings To Be Held

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5: Worcester County (Mass.), Worcester.

5: Essex County (Mass.), Tremont Temple, Boston.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-12: Massachusetts and New England Associations of School Superintendents, Boston.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull, West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER.

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson, Mississippi. N. W. Walker, University of North Carolina, Chapel Hill, N. C.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

28-29-30: Illinois State Teachers' Association, Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

28-30: American Psychological Association, Philadelphia, Pa. Harvey Carr, University of Chicago, Chicago, Ill.

28-30: Illinois State Teachers Association, Springfield. Mrs. E. A. Armbruster, Peoria.

27-Jan. 1, 1927: Linguistic Society of America, Cambridge, Mass. R. G. Kent, secretary, University of Pennsylvania, Philadelphia, Pa.

27-January 1, 1927: American Association for Advancement of Science, Philadelphia, Pa. Michael I. Pupin, Columbia University, New York.

28-29: American Students Health Association, New York City, Warren E. Forsyth, University of Michigan, Ann Arbor, Mich.

28-31: Botanical Society of America, Philadelphia, Pa. L. H. Bailey, Ithaca, N. Y.

29-30: National Association of Biblical Instructors in American Colleges and Secondary Schools, New York, N. Y. Ralph K. Hickok, Wells College, Aurora, N. Y.

29-31: Association of American Geographers, Philadelphia, Pa. J. P. Goode, University of Chicago, Chicago, Ill.

29-31: Modern Language Association of America, Cambridge, Mass. Carleton Brown, Bryn Mawr College, Bryn Mawr, Pa.

29-31: National Association of Teachers of Speech, Chicago, Ill. E. M. Mabie, University of Iowa, Iowa City, Iowa.

29-31: The annual meeting of the Florida Education Association, Tallahassee, R. M. Sealey, president.

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